Choice & Innovation Subcommittee

Wednesday, January 23, 2013
12:30 PM– 2:30 PM
404 HOB

Meeting Packet

Will Weatherford
Speaker

Michael Bileca
Chair

AGENDA

Choice & Innovation Subcommittee
Wednesday, January 23, 2013
12:30 p.m. – 2:30 p.m.
404 HOB

I. Call to Order/Roll Call

II. Opening Remarks

III. Presentations on Digital Learning

- Dave Myslinski, State Policy Director for Digital Learning Now!
- Deidre Finn, Special Advisor on Online Learning
- Mary Jane Tappen, Deputy Chancellor for Curriculum, Instruction, and Student Services, Florida Department of Education
- Dr. Helen Blanch, Assistant Superintendent, School Choice, Miami-Dade County Public Schools
- Carlene Anderson, Superintendent of Walton County School District

IV. Closing Remarks and Adjournment

Committee Meeting Notice

HOUSE OF REPRESENTATIVES

Choice & Innovation Subcommittee

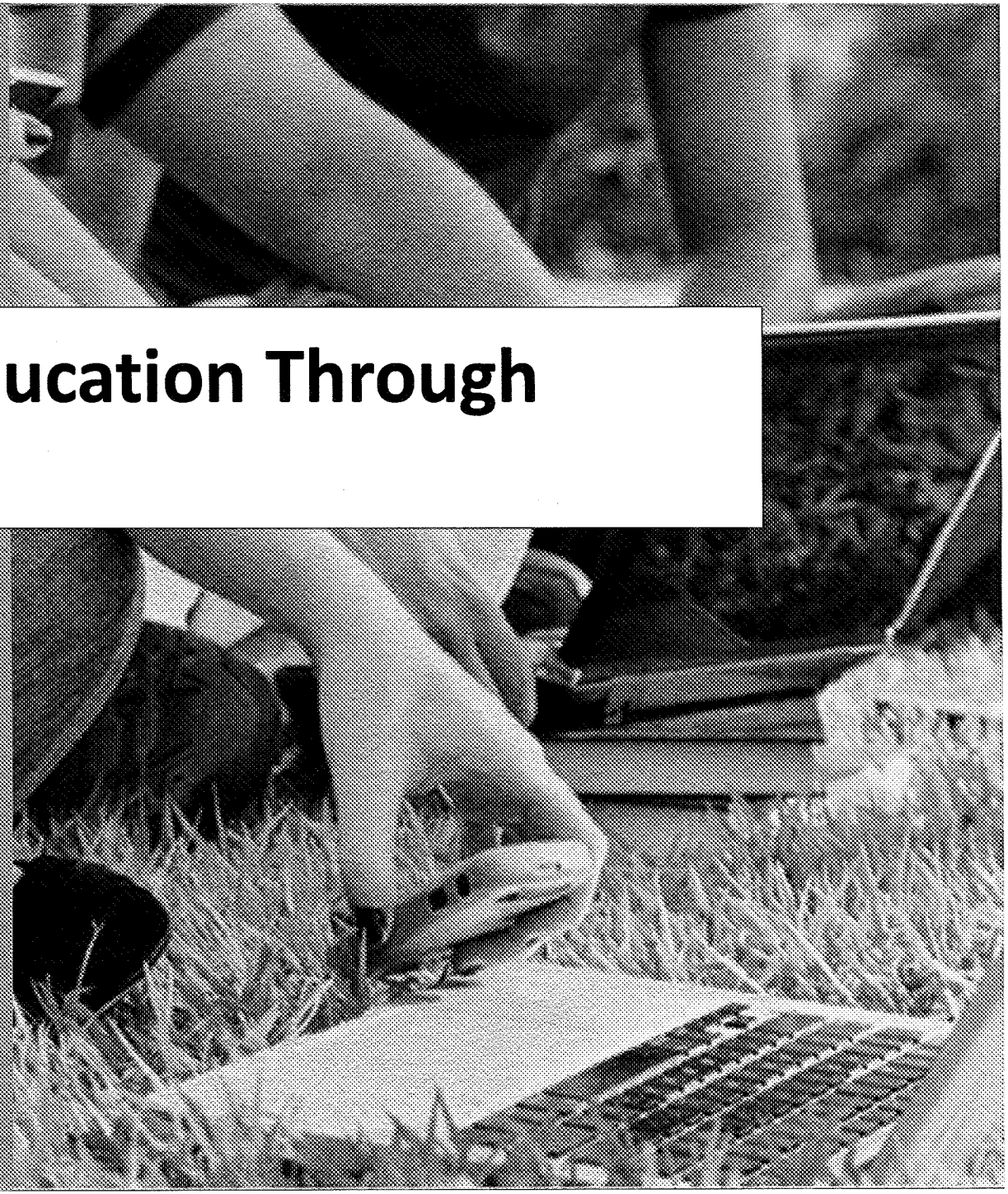
Start Date and Time:	Wednesday, January 23, 2013 12:30 pm
End Date and Time:	Wednesday, January 23, 2013 02:30 pm
Location:	404 HOB
Duration:	2.00 hrs

Presentations on the transformation of instruction through digital learning

NOTICE FINALIZED on 01/16/2013 16:14 by Wright.Kaley

Dave Myslinski

Transforming Education Through Digital Learning

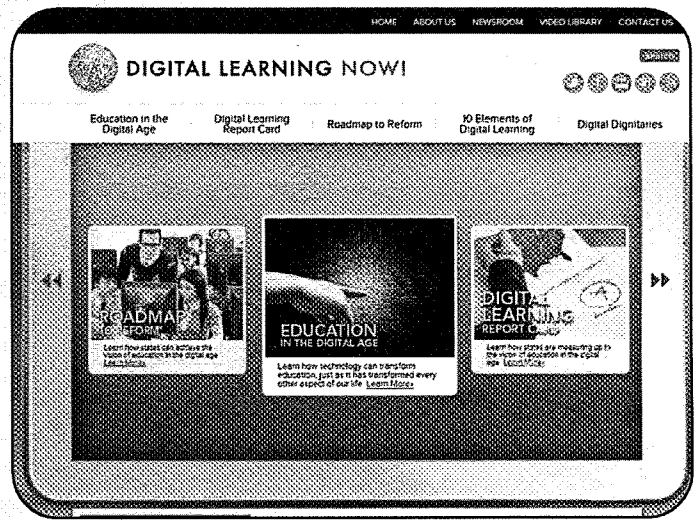


Dave Myslinski

Digital Learning Now!

Digital Learning Now!

Digital Learning Now! is a national campaign under the Foundation for Excellence in Education with the goal of advancing state policies that will create a high-quality digital learning environment to better equip all students with the knowledge and skills to succeed in this 21st-century economy.



Digital Learning Now! is building support for the *10 Elements of High Quality Digital Learning*, which provides a roadmap for reform for lawmakers and policymakers to integrate digital learning into education.

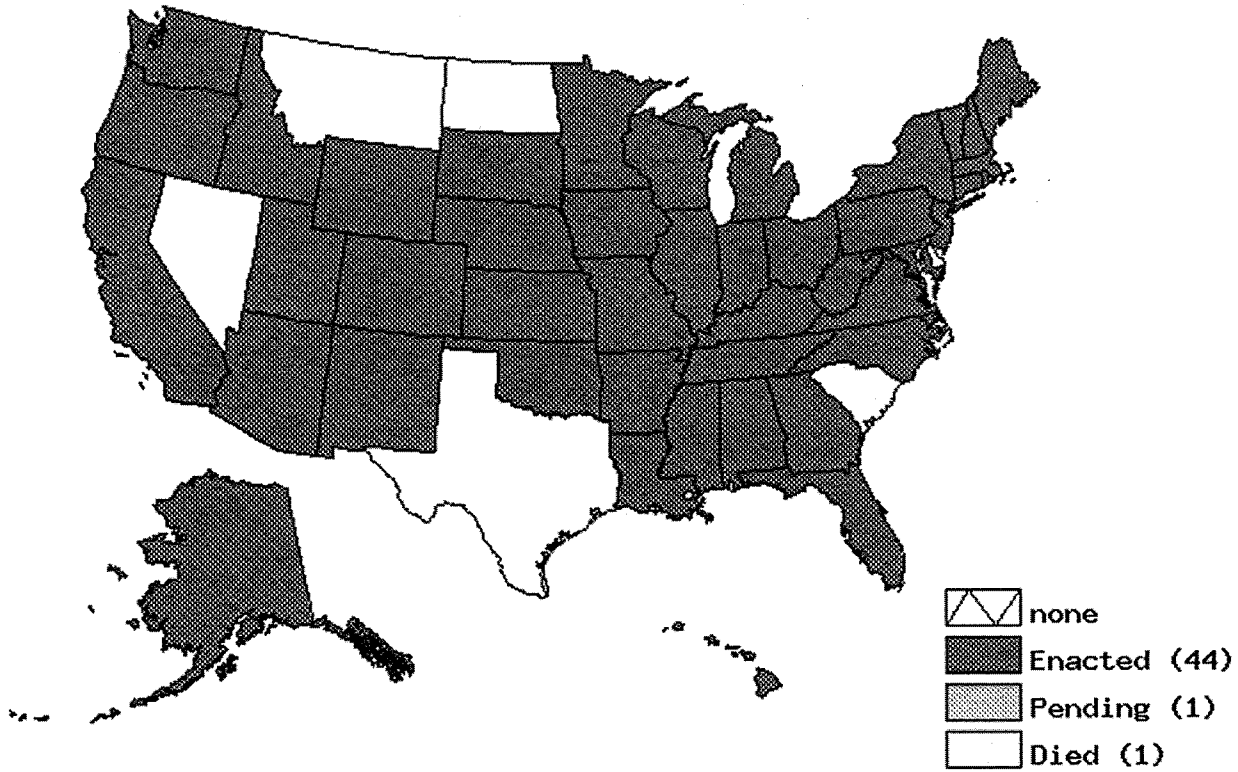
- ✓*State-by-state report card*
- ✓*Roadmap to reform*
- ✓*Research reports*
- ✓*Videos and examples*

10 Elements of High-Quality Digital Learning

1. **Student Eligibility:** All students are digital learners.
2. **Student Access:** All students have access to high-quality digital content and online courses.
3. **Personalized Learning:** All students can customize their education using digital content through an approved provider.
4. **Advancement:** Students progress based on demonstrated competency.
5. **Quality Content:** Digital content, instructional materials, and online and blended learning courses are high quality.
6. **Quality Instruction:** Digital instruction is high quality.
7. **Quality Choices:** All students have access to multiple high quality providers.
8. **Assessment and Accountability:** Student learning is the metric for evaluating the quality of content and instruction.
9. **Funding:** Funding creates incentives for performance, options, and innovation.
10. **Delivery:** Infrastructure supports digital learning.

Surge of Activity in Digital Learning

Since 2011, more than 847 bills dealing with digital learning were considered in 46 states



Louisiana Course Choice

- **Louisiana's Course Choice Program:** Making courses and choice "modular." Approving a menu of course providers from around the country. Innovative funding model that allows LEA to keep 25% of student's formula funding.

- **Individual Course Funding:**
  - Each course may cost up to 1/6 of 90% (15%) of a student's funding.
  - Remaining 10% stays with the student's home district for administrative purposes.

Utah Statewide Online Education Program

- Drew upon the 10 Elements of High Quality Digital Learning.
- Funds competency, rather than just seat time. Final funds awarded upon student completion
- Has no participation caps and allows multiple public and private providers.
- The program starts for public high school students in grades 9-12 but then phases in home-school and private school students for eligibility.
- Tiered funding for higher touch courses and core courses.

Maine Multi-State Learning Technology Initiative

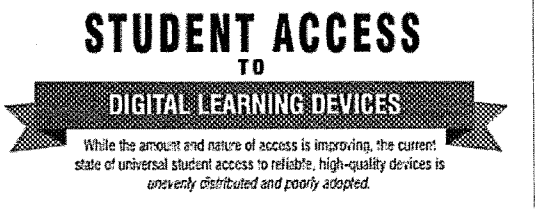
- Maine released an RFP with National Association of State Procurement Officials (NASPO) for equipment and services to empower a wireless student-centered, digital learning environment that provides students with learning technology on a 1:1 basis.
- Other states can join with no obligation.
- RFP responses due June 11, 2013.
- Provides a model for joint-procurement.

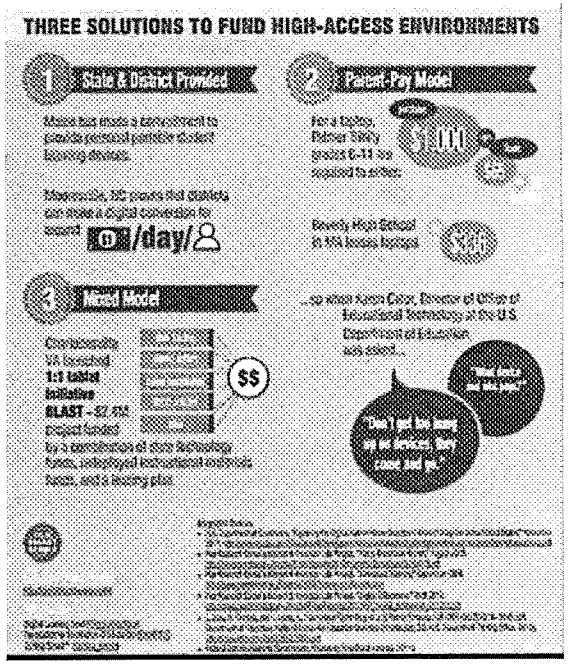
Device Technology

Trends

- Common Core State Standards and PARCC/SBAC assessments are spurring the adoption of technology for all students.

- Are schools ready for the SBAC and PARCC technology requirements?





Models:

- State or District Provided
  - Maine has made a commitment to provide personal portable student learning devices.
  - Mooresville, NC proves that districts can make a digital conversion for around $1 per day per student.

- Parent-Pay Model
  - For a laptop, Palmer Trinity grades 6-11 are required to either purchase for $1000 or lease for $65/month for 20 months
  - Beverly High School in MA leases laptops for $28/month. After 4 years, students have option to purchase for $1.

- Mixed Model
  - Charlottesville, VA launched 1:1 tablet initiative **BLAST**: $2.4M project funded by a combination of state technology funds, redeployed instructional materials funds, and a leasing plan.

Florida, Now

Accomplishments

- Individual online courses and virtual schools are available to all high school students.
- Florida Virtual School is recognized internationally as a leading online course innovator.
- Students allowed to enroll with multiple online course providers simultaneously.
- Students allowed to enroll in individual courses on a rolling basis.
- Students required to take an online course to graduate high school.
- Students complete online courses by demonstrating mastery.
- Funding based on student success. Final payment provided upon course completion.
- Instructional materials funding allowed to be used for purchasing digital content.

Florida, Future

Next Steps

- Use PARCC assessments as a catalyst to upgrade infrastructure and broadband.
- Allow instructional material funds to be used to purchase hardware.
- Give districts flexibility for choosing instructional content.
- Embed incentives for digital learning models into existing funding and grant programs.
- Explore ways of leveraging FL approvals with other states:
  - Create a course reciprocity process.
  - Leverage joint procurement/approvals.

Instructional Materials

Streamlining the Process

- Eliminate requirements to spend a certain percentage or level of funds on textbooks.
- Broaden definition to allow instructional material funds to be used to purchase computer hardware, software, and digital content and services.

Suggestions

- Be mindful of funding streams – don't use long-term debt, which may outlast the technology.
- Indiana removed most statewide approval processes, reducing duplicative evaluations, freeing resources, and providing districts flexibility. This also lowers barriers to entry, opens up the market for new content providers.

Course Reciprocity

The Challenge:

- There is presently no alternative to each online provider separately pursuing state approval/authorization in each state. Providers must seek approval in more than 50 states and territories. Duplicative work for many state policymakers and providers.

The Opportunity:

- Common Core has provided an opportunity for a marketplace that can take advantage of economies of scale for accessing high-quality courses.
- New agreement framework would establish a process to make state approvals more efficient and uniform in establishing quality and practice standards.
- Allows for the creation of broad course approval reciprocity agreements.
- Similar to teacher reciprocity agreements and those used in higher education.

The Concept:

- Policy framework with a consortia of states to develop an agreed upon approval and monitoring system.
- Courses from other states would be approved in other states through a course reciprocity process.
- Courses should be:
  - equivalent in instructional rigor and scope to a course that is provided in a traditional classroom setting
  - approved in another state through its online course or distance learning course approval process if the criteria used are aligned to state code.

Continue the Conversation

www.DigitalLearningNow.com

@DigLearningNow

www.facebook.com/DigitalLearningNow

Dave@excelined.org

Deidre Finn

DIGITAL LEARNING

Harnessing the power of technology to transform education for the 21st century economy

Challenges and Opportunities

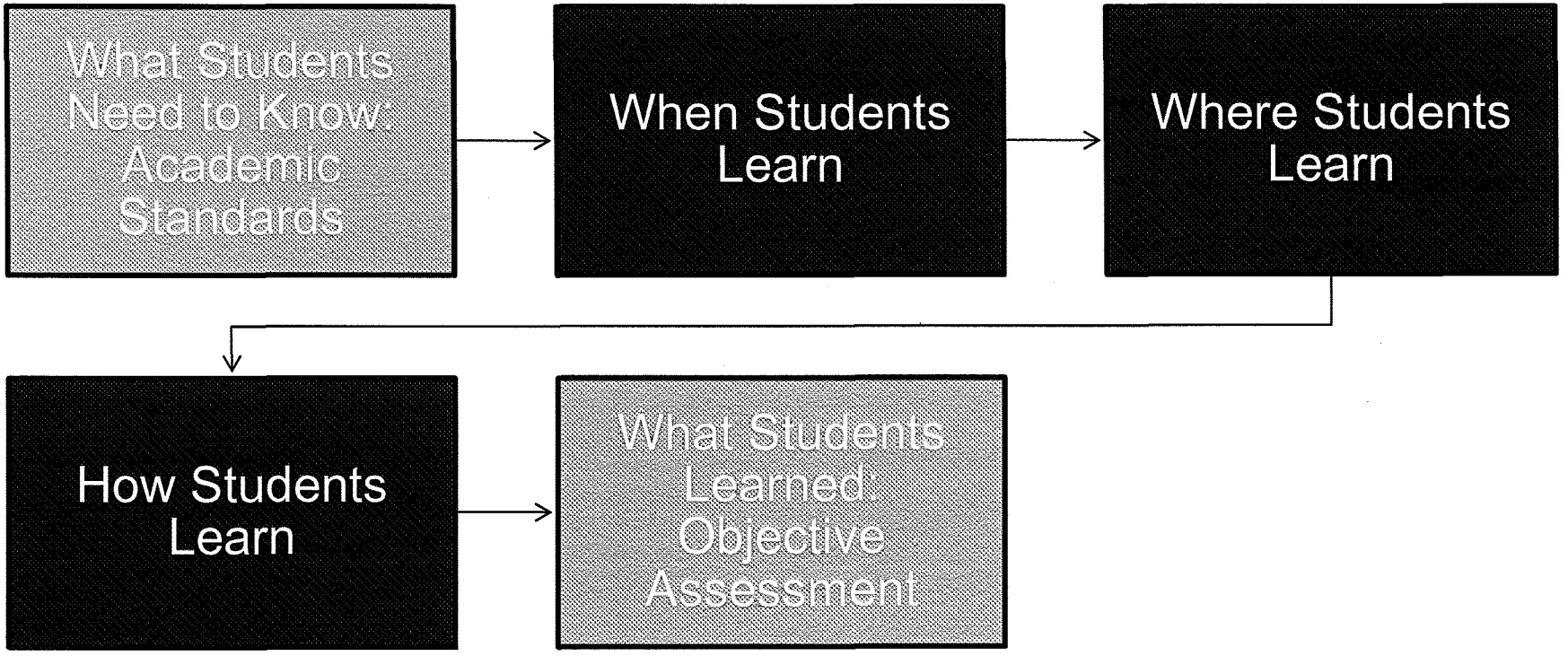
Challenge:

Prepare each and every student with the knowledge and skills to succeed in college and challenging 21st century careers.

Opportunities:

- Technological advances – Internet and devices
- Emerging industry of high quality content – interactive, adaptive, embedded assessments, analytics
- National market (Common Core State Standards)

Learning in the Digital Age



Digital Learning

"Content and instruction delivered by technology that gives students some element of control over time, place, path and/or pace.

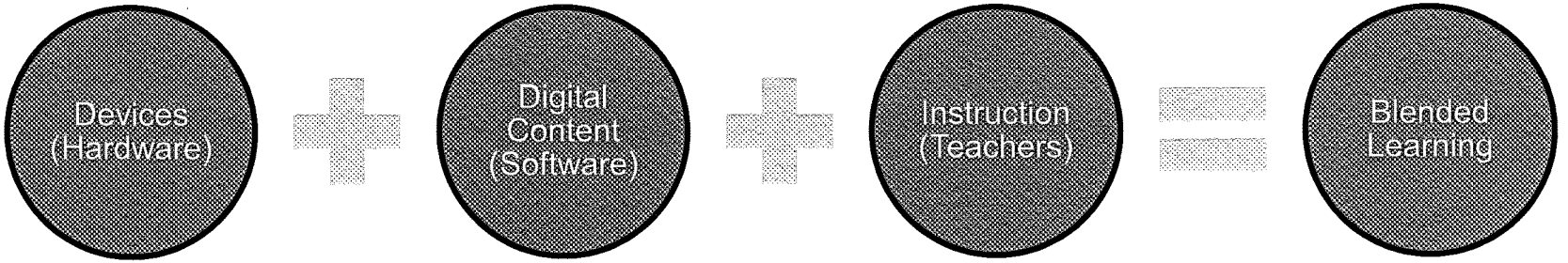
- Digital Learning Now

Blended Learning

"Blended learning is a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace and at least in part at a supervised brick-and-mortar location away from home."

- *Michael Horn, Co-Author of Disrupting Class, and Heather Staker, Innosight Institute*

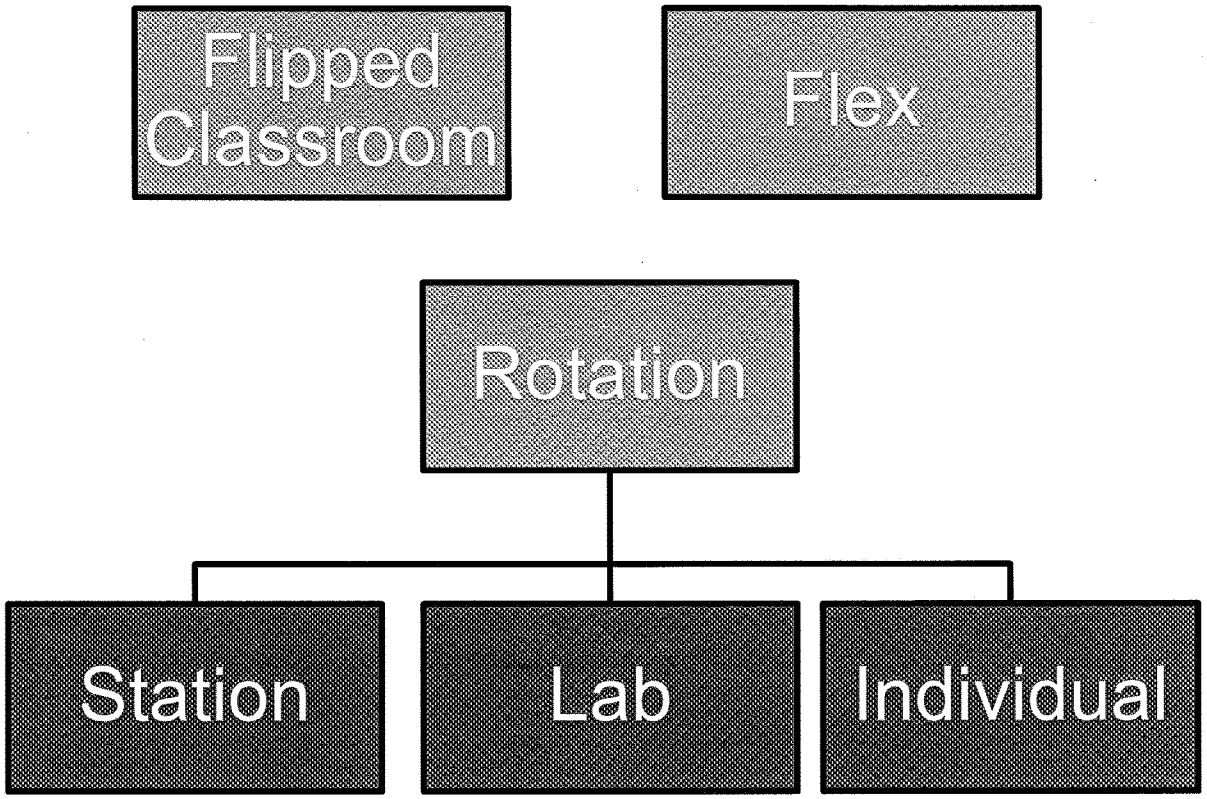
Key Elements of Blended Learning



Spectrum of Instructional Models

Traditional	Technology-Rich	Blended	Virtual/Online
• Instruction delivered by a teacher to students at the same time in the same way	• Traditional instruction with technological enhancements, such as white boards and Internet access devices	• A combination of traditional / technology-rich and online instruction	• Instruction delivered online where a teacher and student are separated by time and place

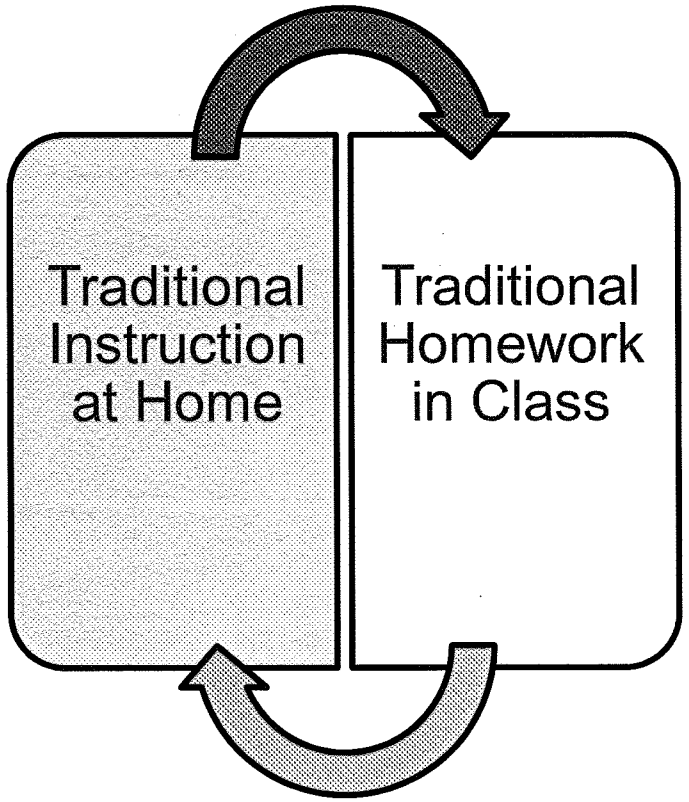
Blended Models



Flipped Classroom

Students watch online instructional videos for homework and practice in class with the support of a teacher

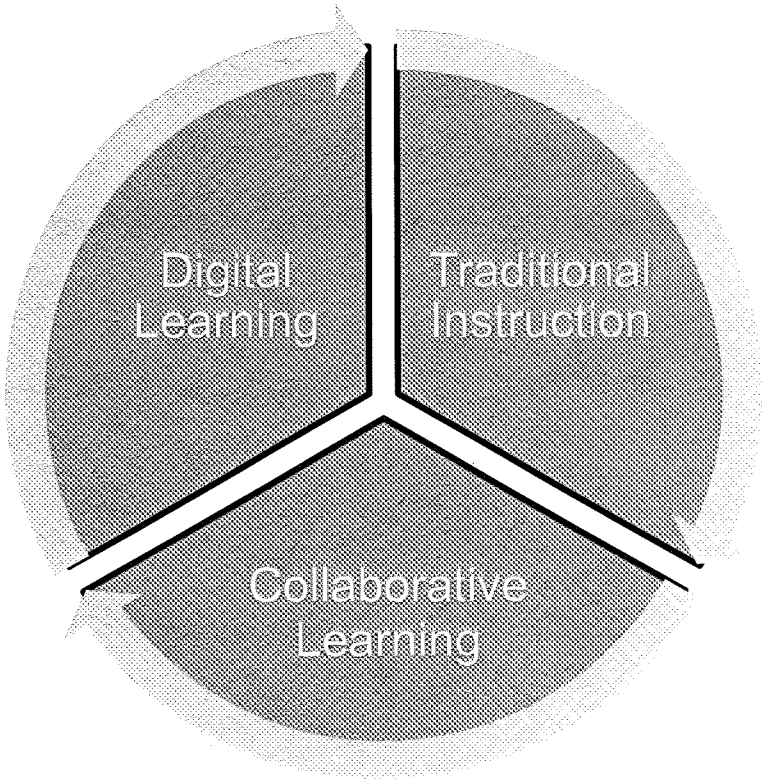
- Kahn Academy



Station Rotation

Students rotate on a fixed schedule through different learning modalities within the same course and within the same classroom

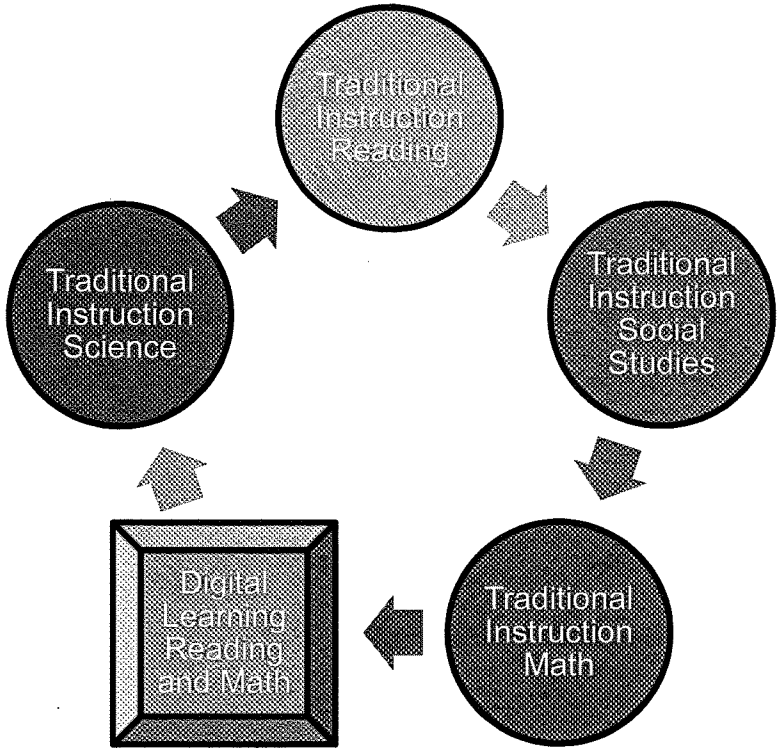
- Alliance College-Ready Public Schools



Lab Rotation

Students rotate on a fixed schedule through different courses in different classrooms – some with traditional instruction and at least one that is a computer or learning lab

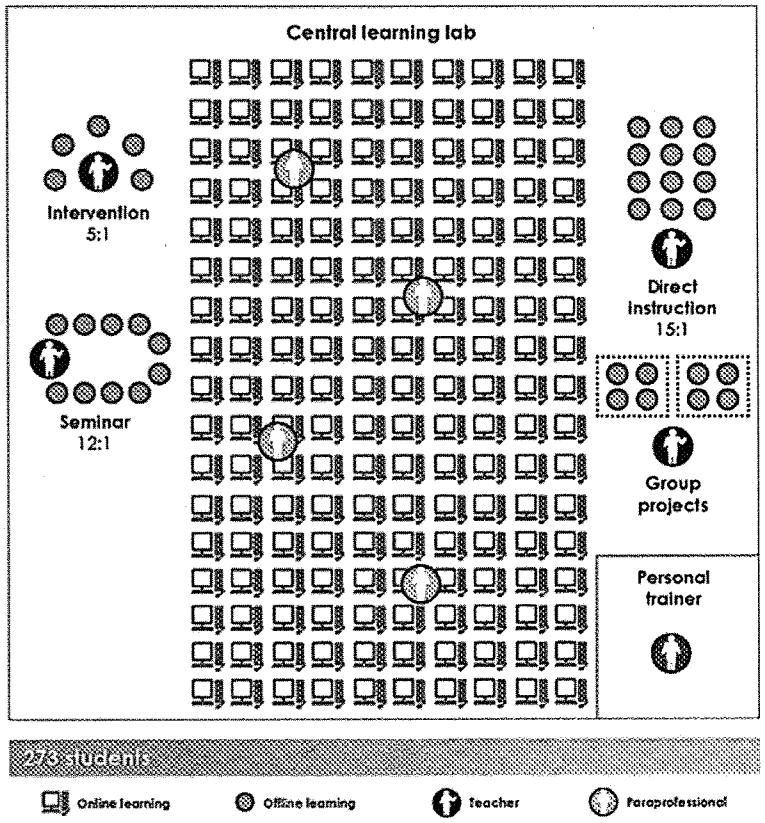
- Rocketship Education



Individual Rotation

Students rotate on a <u>personalized fixed schedule</u> from their personal computer station to other learning modalities

- Carpe Diem Schools

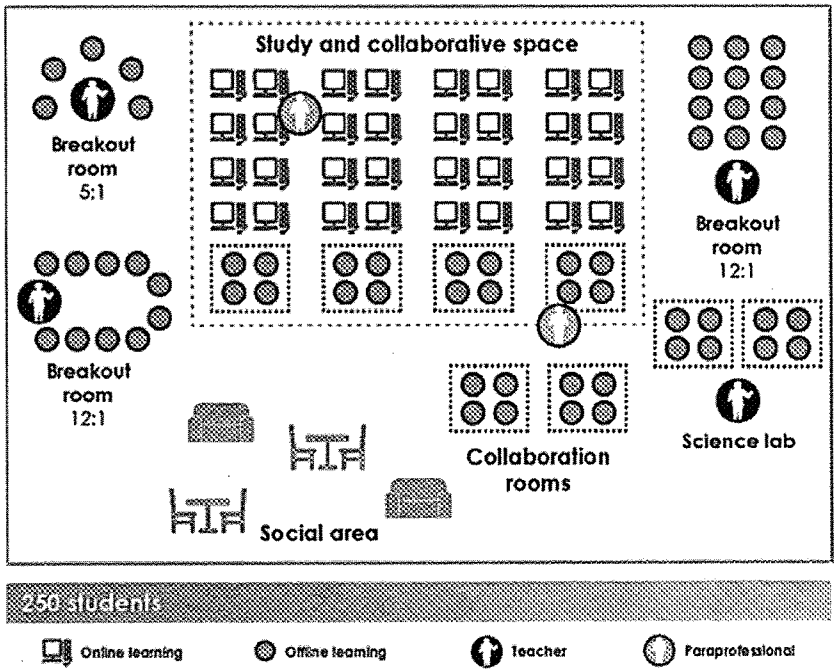


Flex

Students rotate on a personalized flexible schedule through different learning modalities

- San Francisco Flex Academy

Figure 10. Flex model, San Francisco Flex Academy



How do we get there?

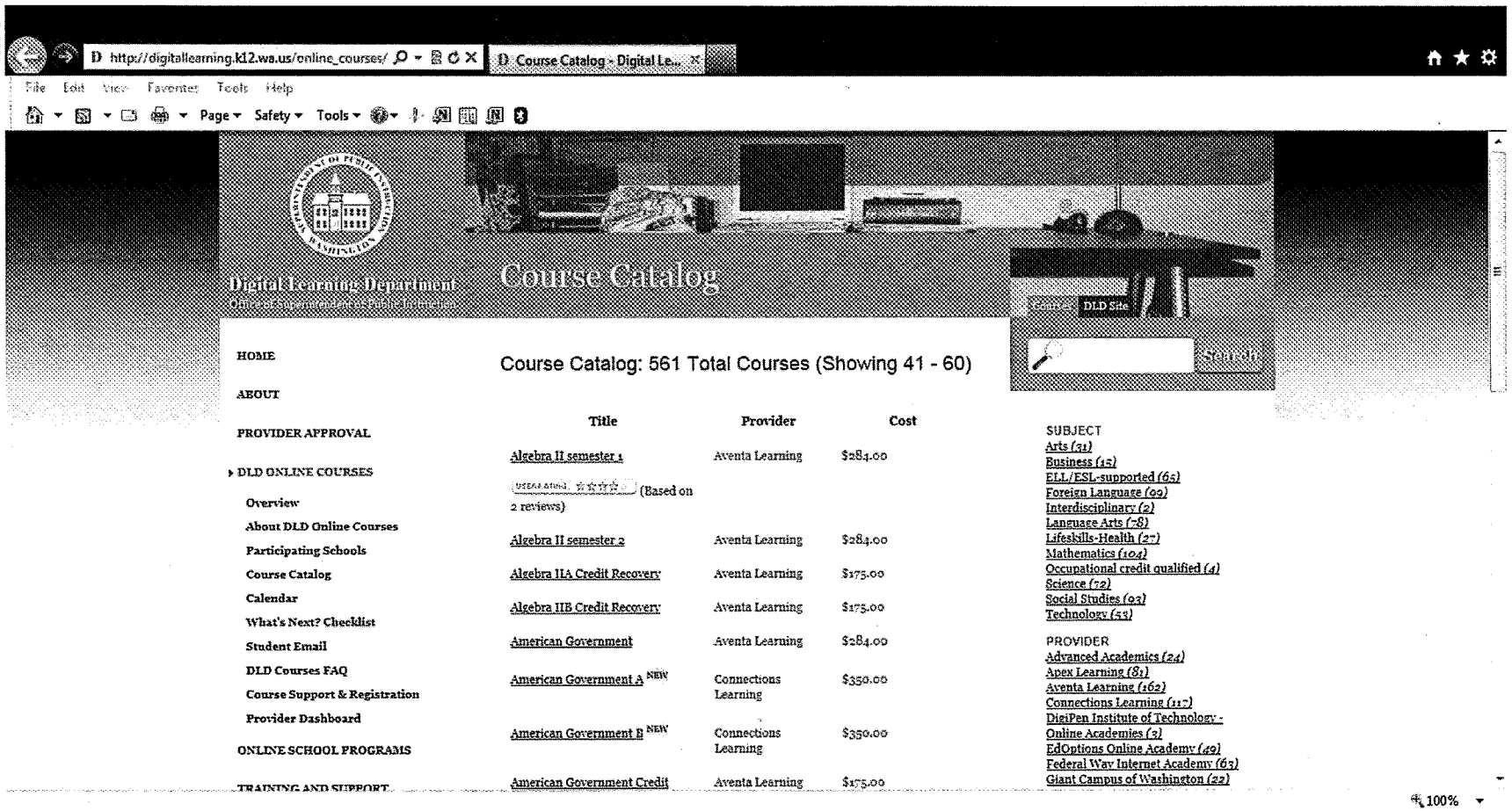
Start-Up School

- Do not need to overcome institutional barriers
- Greater flexibility to direct resources to greatest need
- Can build infrastructure for new model

School Transformation

- Needs assessment of existing infrastructure (technology, content, professional development)
- Buy-in from school leadership, teachers and parents
- Planning
- Professional development and support

One-Stop-Shop for Online Courses



Mary Jane Tappen

IMPLEMENTATION OF DIGITAL INSTRUCTION

House Choice and Innovation

January 23, 2013

What's Going On Digitally

- Digital Instructional Materials Workgroup
- Digital Requirements of Districts
- Digital Requirements of Content Providers
- Examples of Innovation

3

Digital Instructional Materials Workgroup

Florida Digital Instructional Materials Work Group

- Authorizing Legislation
  - House Bill 5101 (Chapter 2012-133, Laws of Florida)
- Members
- Scope of Work
  - Plan and monitor the implementation of the transition to digital instructional materials
    - Required report with 4 components
  - Timeline
    - Report deadline March 1, 2013

Work Group Members

Name	Representing	Affiliation	County
Shirley Baker	Middle School Principal	Everitt Middle School	Bay
Joe Binswanger	School District Instructional Content	Sarasota County School District	Sarasota
Steven Birnholz	Business	Florida Council of 100	Hillsborough
Connie Collins	High School Principal	Crooms Academy of Information Technology	Seminole
Tom Dana	Postsecondary Education	University of Florida	Alachua
Sharyn Gabriel	Middle School Principal	Ocoee Middle School	Orange
Kim Kendall	Parent	Parent	St. Johns
Katrina Rolle	Parent	Parent	Leon
Gary Weidenhamer	School District Instructional Technology	Palm Beach County School District	Palm Beach

Scope of Work

- Plan and monitor the implementation of the transition to digital instructional materials
- Submit a report which includes an implementation plan for meeting the deadline of transition to digital instructional materials. The plan must specify
  - Options for the provision of access devices for students,
  - Options for providing content by subject area,
  - Provisions for training and professional development for preservice and inservice teachers, and
  - A detailed review of options for funding, including the reprioritization of existing resources and recommendations for new funding.
- The work group's report will be submitted to the following:
  - Governor,
  - President of the Senate,
  - Speaker of the House of Representatives, and
  - State Board of Education.

Timeline

- September 25, 2012 - Inaugural Meeting of Digital Instructional Materials Work Group
- October through December 2012
  - Biweekly webinars or conference calls
- January 2013 (in progress)
  - Draft Report
- February 2013
  - Final Report for Approval
- March 1, 2013
  - Final Report due

First Meeting Expectations

- Draft goals for each requirement of the report have been established.
- Recommendations to reach each of the goals are being drafted.

Options for Providing Content by Subject Area

- **Goal:** Content is provided with an emphasis on core subjects and courses, and subjected to a thorough and timely vetting process. Content providers should meet industry standards for interoperability for access across devices and operating systems. Existing resources, including FLVS content and vetted free digital materials, should be accessible to districts and schools through a single portal.

Providing Content Considerations

- Utilize a State Digital Content Repository
- Evaluate the current vetting process for improvement including the utilization of a statewide committee of educators to compile and evaluate free digital content and open educational resources (OERs)
  - Adjust legislation regarding adoption to open vetting to free resources and open educational resources (OERs)

Providing Content Considerations

- Simplify content licensing to eliminate current complications associated with connecting each license to the appropriate student, course, and school
- Anytime, anywhere access to digital content that supports student learning tied to standards

Provisions for training and professional development

- **Goal:** Require on-going differentiated professional development for educators from the teacher education program to new teachers. Establish a thorough compilation of current and effective district-utilized professional development tools, focusing on the use of technology as an instructional tool, for sharing across the state.

Professional Development Considerations

Recommendations:

- Require initial teacher preparation programs (ITP) to ensure candidates are ready to fully integrate digital instructional materials into lessons that support Florida's standards.
- Provide all new teachers, including those new to Florida, with professional development training to fully integrate digital instruction materials into lessons that support Florida Standards.

Professional Development Considerations

Recommendations:

- Startup funding for a minimum of 3 years toward digital implementation professional Development
- Provide educators a one year head start for technology
  - Teacher has access to device and content before implementation in the classroom to increase proficiency

Professional Development Considerations

Recommendations:

- Utilize the Florida Digital Educator's (FDE) Model to provide professional development in integrating digital instructional materials
- Align Technology Integration Matrix (TIM) with the professional development needed for digital implementation

Professional Development Considerations

Recommendations:

- Create an Instructional Coach/Master Teacher endorsement for educators who can provide technologically-enhanced and technologically-based professional development with possible additional funding for the endorsement.

17

Digital Requirements of Districts

District Instructional Materials Appropriation

- Expend at least 50% of instructional materials allocation on state-adopted **digital** materials by 2015-16
  - School districts retain flexibility in spending remainder of allocation; therefore this is not a requirement that all purchases be digital
  - One content area per year; therefore all adopted content areas within five years from 2015-16 through 2019-20

District Digital Systems

- Local Instructional Improvement Systems are in compliance with FDOE minimum standards by June 30, 2014
  - Minimum standards issued through Race To The Top in January 2011

Current Requirements of Content Providers

Instructional Content Providers

- Submit content for review in an electronic format
- Meet digital specifications adopted by the department including minimum format requirements that will enable:
  - Electronic and digital content to be accessed through the district's local instructional improvement system
  - A variety of mobile, electronic, and digital devices
- Provide materials in an unbundled format for purchase

Examples of Innovation

Florida Virtual Curriculum Marketplace

- Provides a single point of entry for Florida teachers to search for, obtain, and assign educationally proven, national- and Florida-standards- aligned and safe digital content
- New digital content and content providers being added continuously

Common Core State Standards Digital Resources

- English language arts and mathematics formative assessments
  - Instructional tasks to support differentiation of instruction
  - Teacher professional development toolkits to support use of tasks and lesson study
- Test item bank for teacher, school and district use
  - All core content areas and Spanish
  - Hard to measure content areas

Common Core State Standards Digital Resources

- The Illustrative Mathematics Project
  - Mathematics lessons
  - Professional development
  - Math learning progressions
- iCPALMS – a web-based Portal for Standards Based Instruction – http://www.cpalms.org/homepage/index.aspx
  - Common Core State Standards
  - 3000+ model lessons
  - Professional development tools

Monitoring and Support for District Readiness

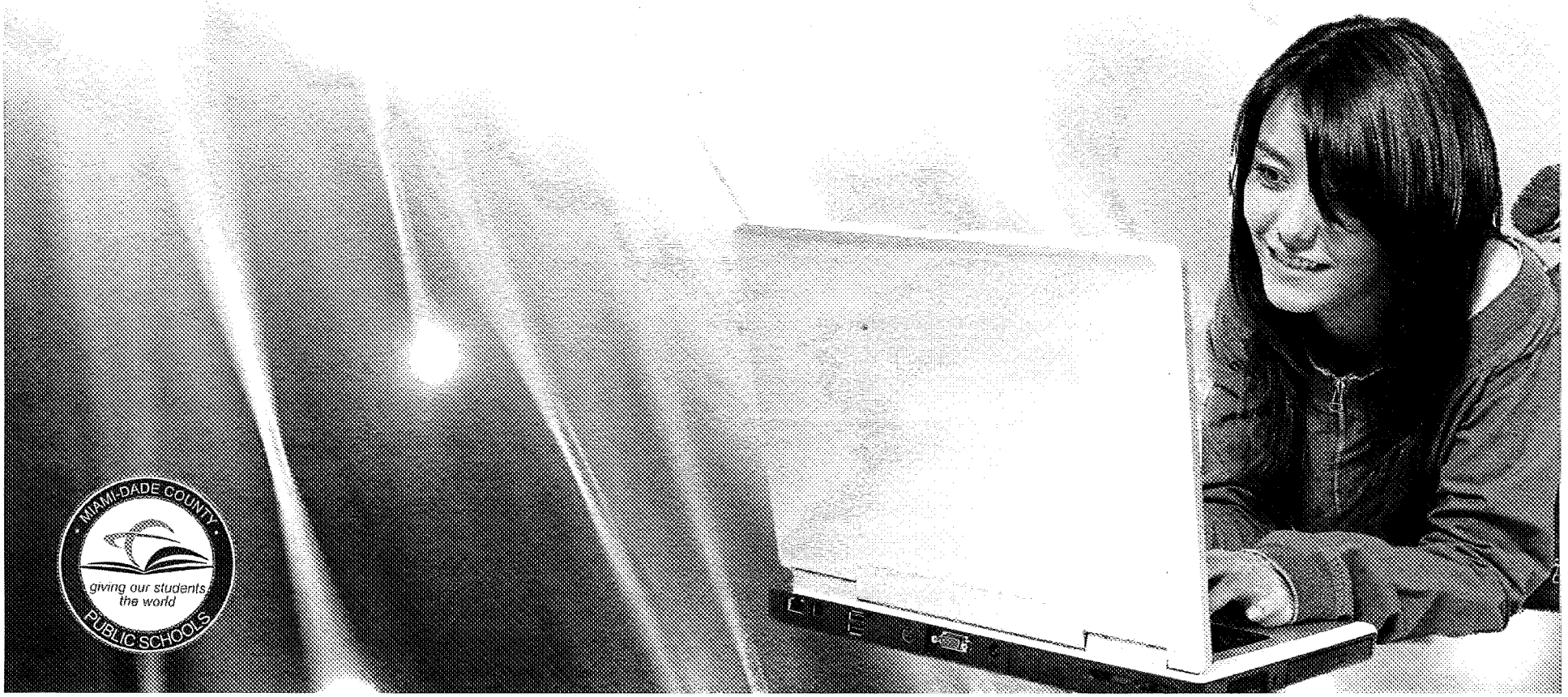
- Beginning this month each district will have to report their readiness to implement the Common Core State Standards and digital instruction

- http://admin.flccss.org
- http://www.fldigitalreadiness.org

Questions

Dr. Helen Blanch

iPrep ACADEMY

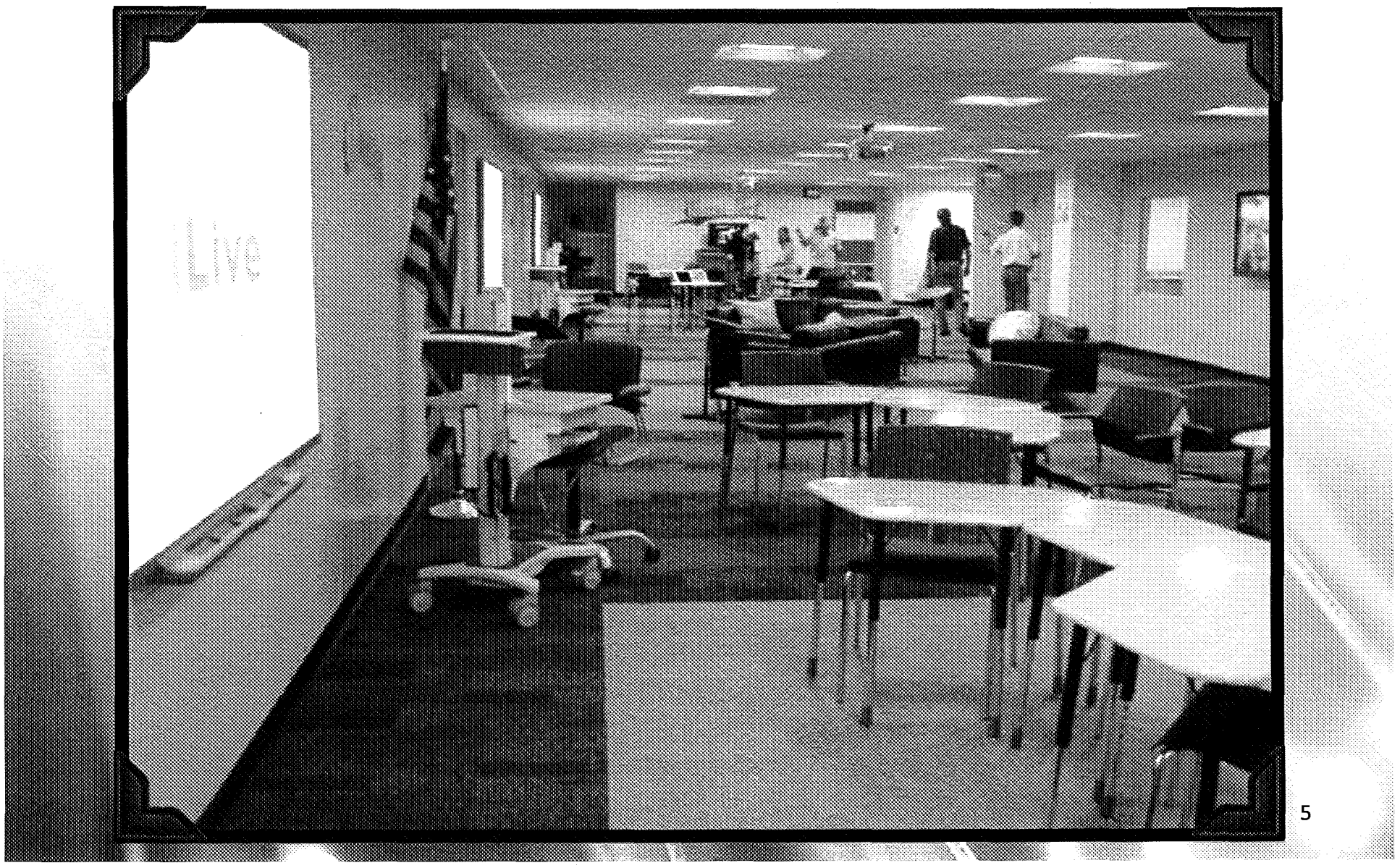


It all started with an idea....

In the beginning…

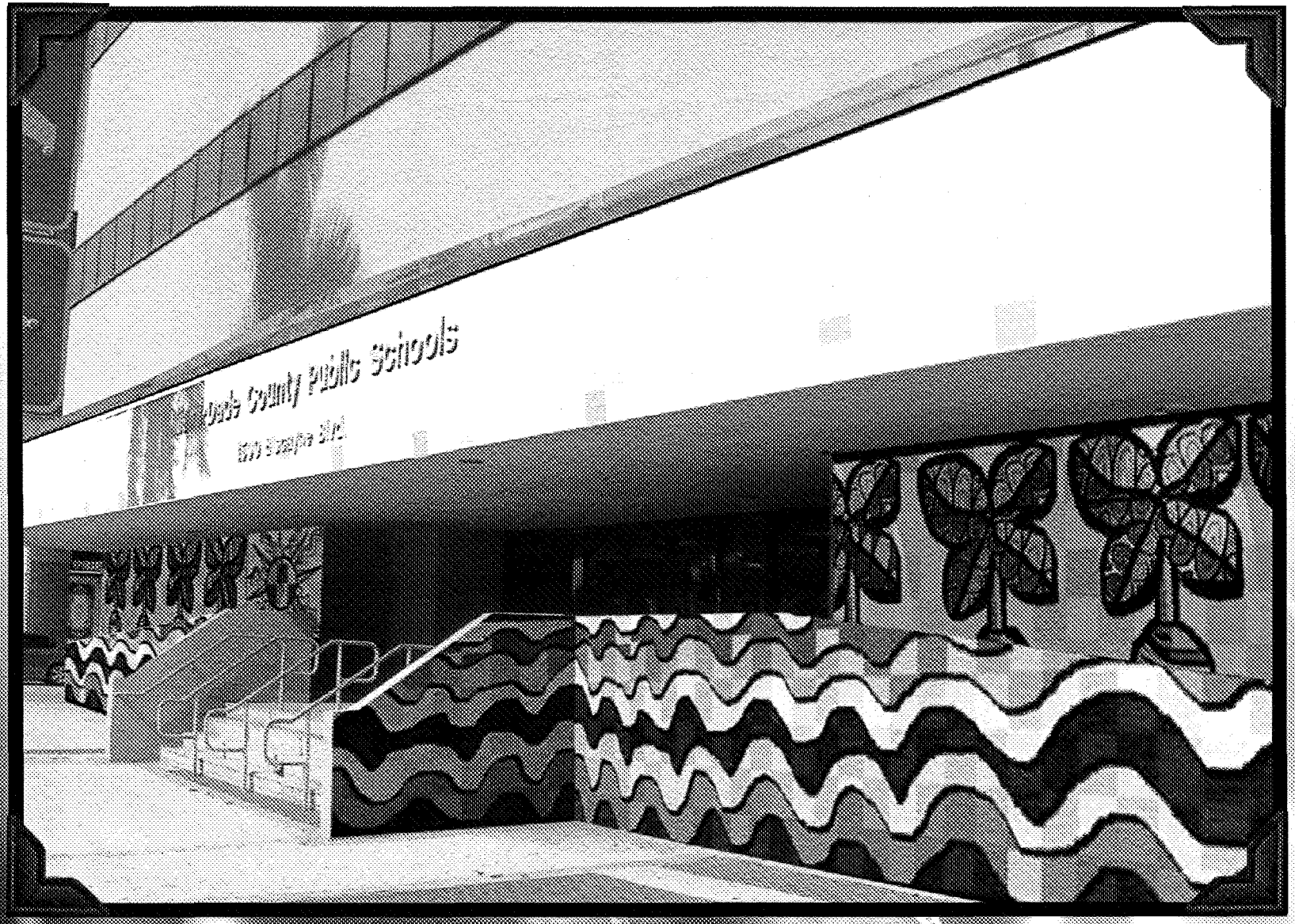
Transformation…

After

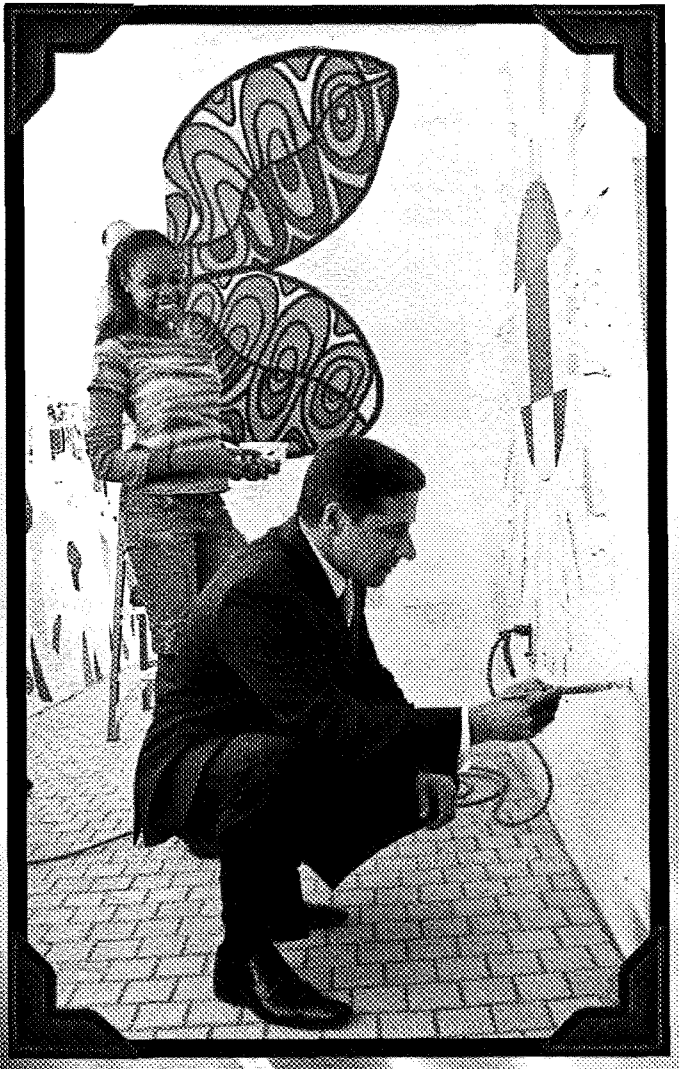


Before

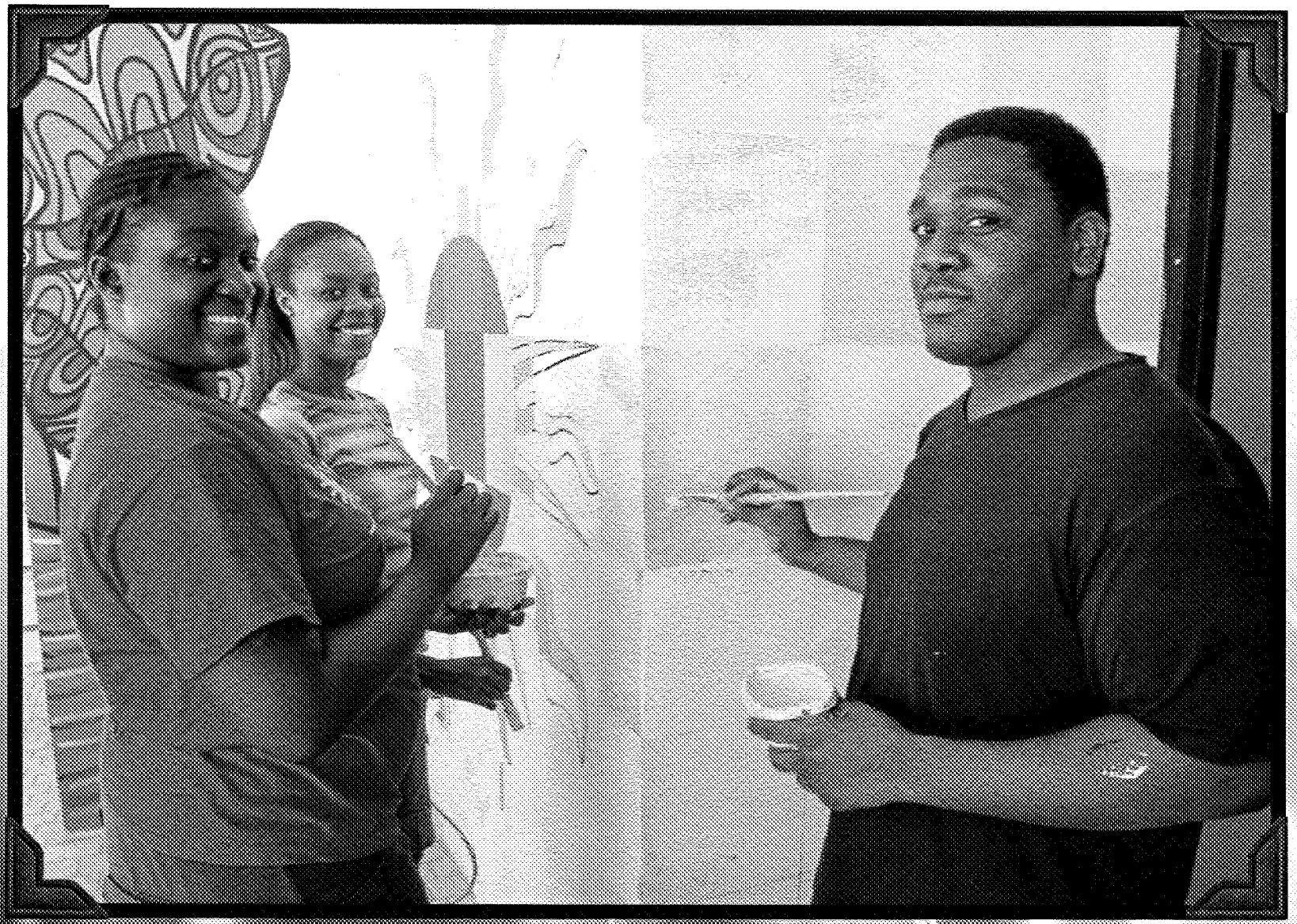
After

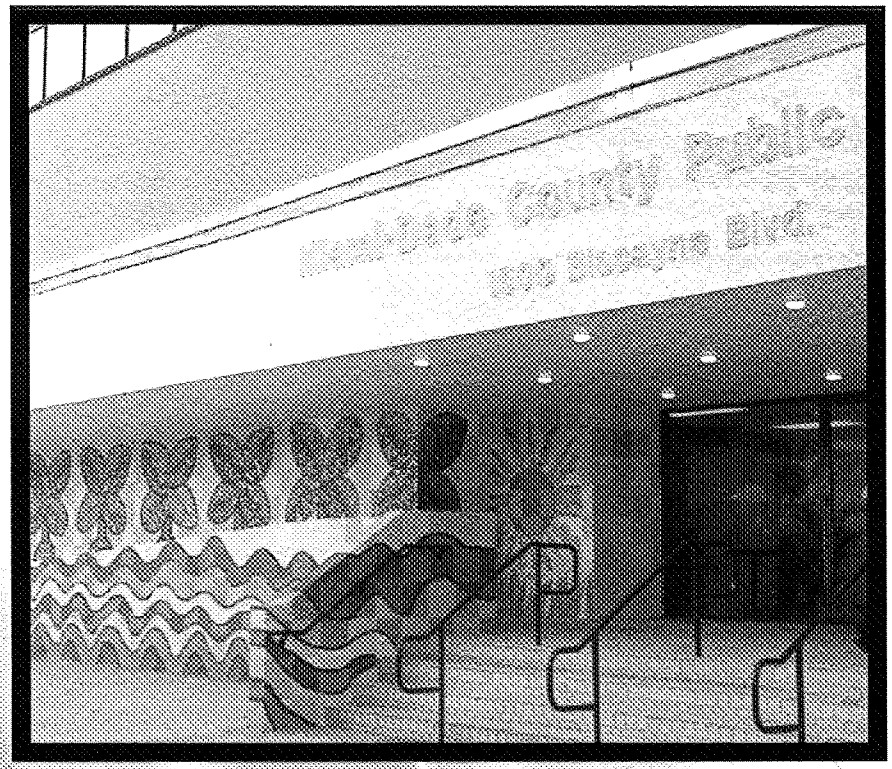


How the dream took shape...

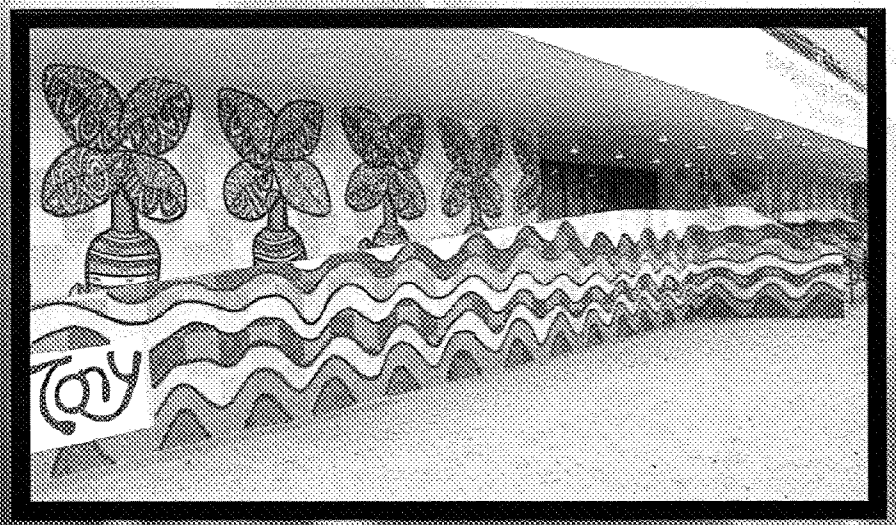


Vision turned into action…



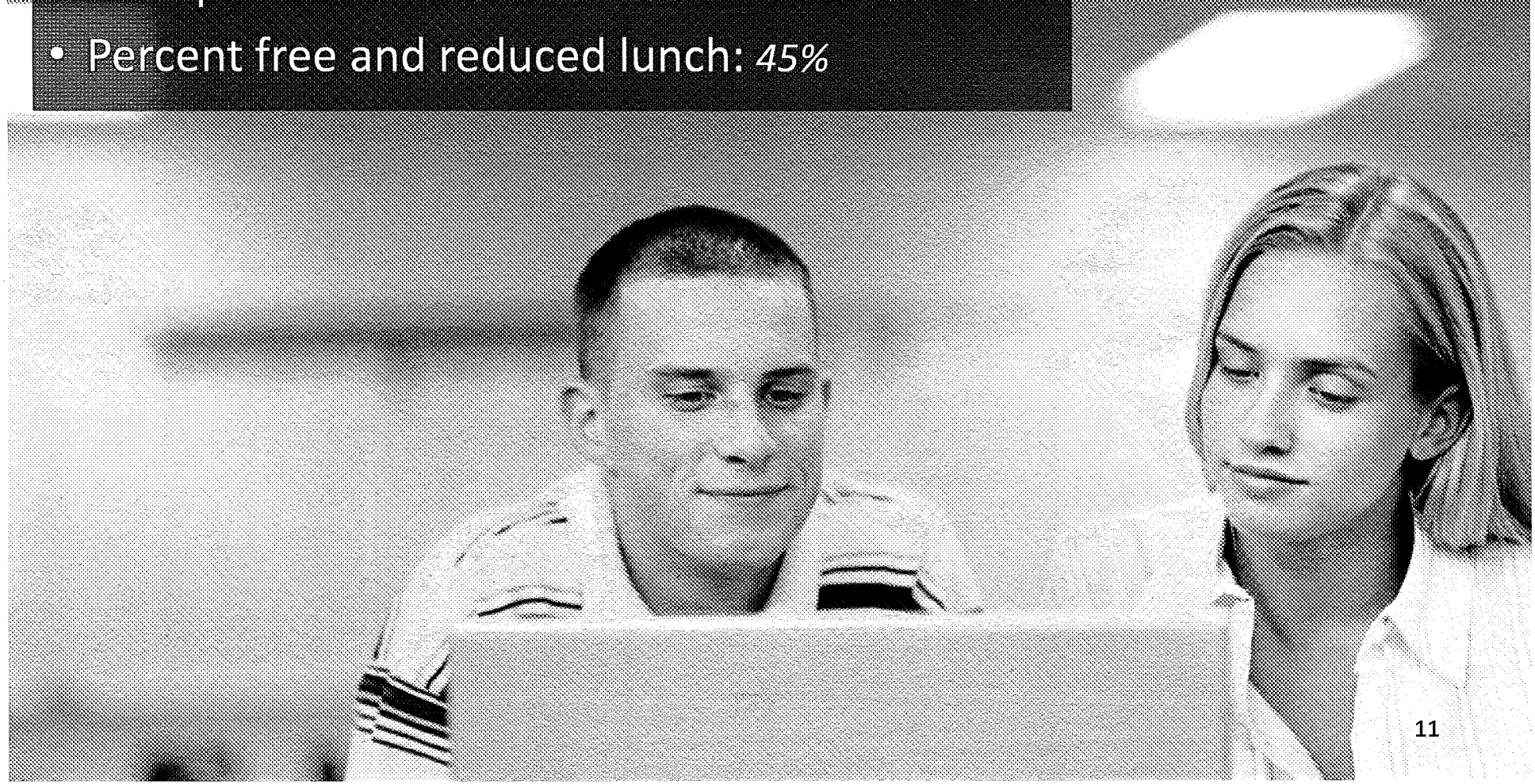


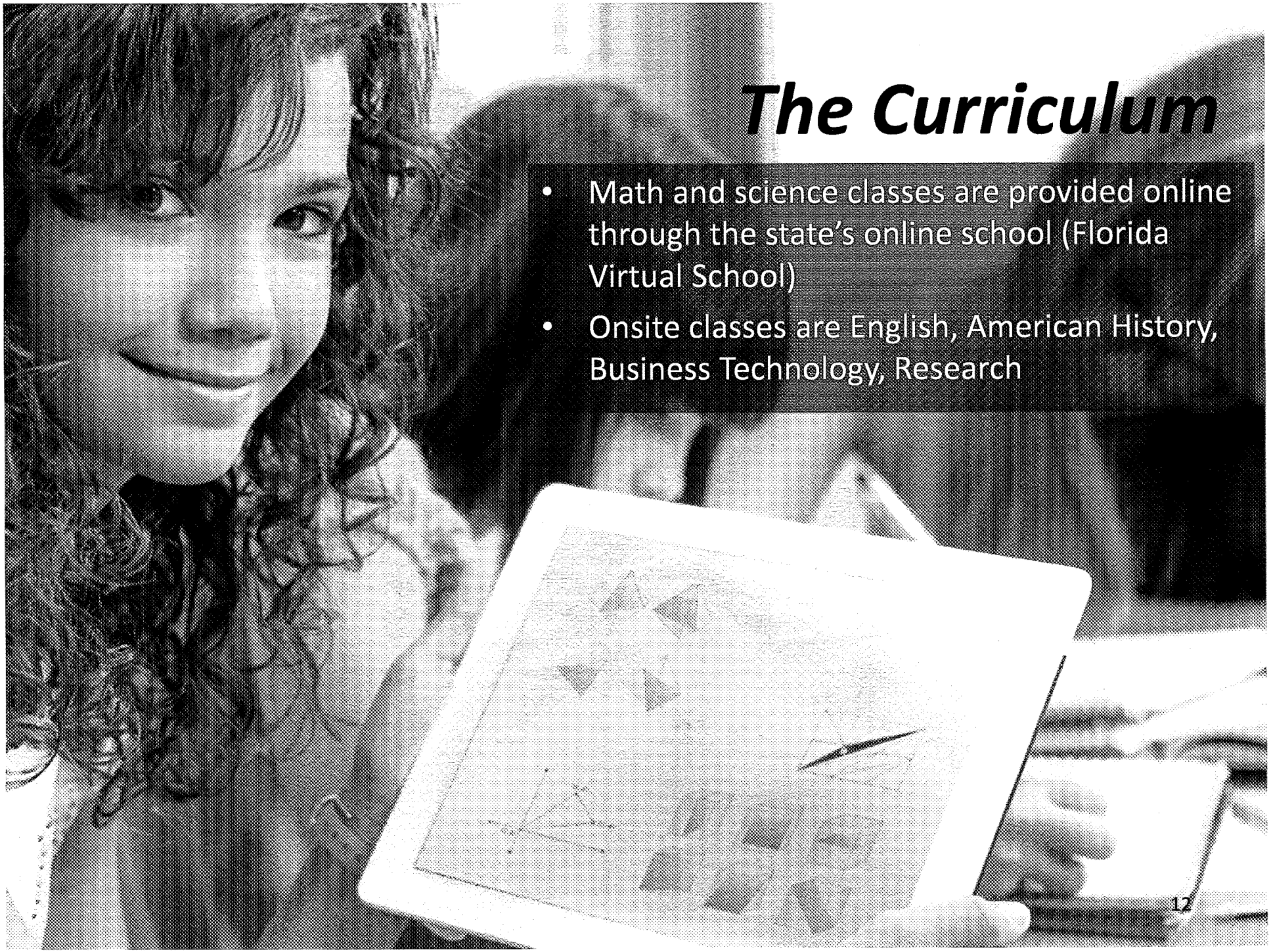
iPrep ACADEMY



The Inaugural Year

- Student population: *49 juniors (11th grade)*
- Transportation: *None*
- Percent free and reduced lunch: *45%*





The Curriculum

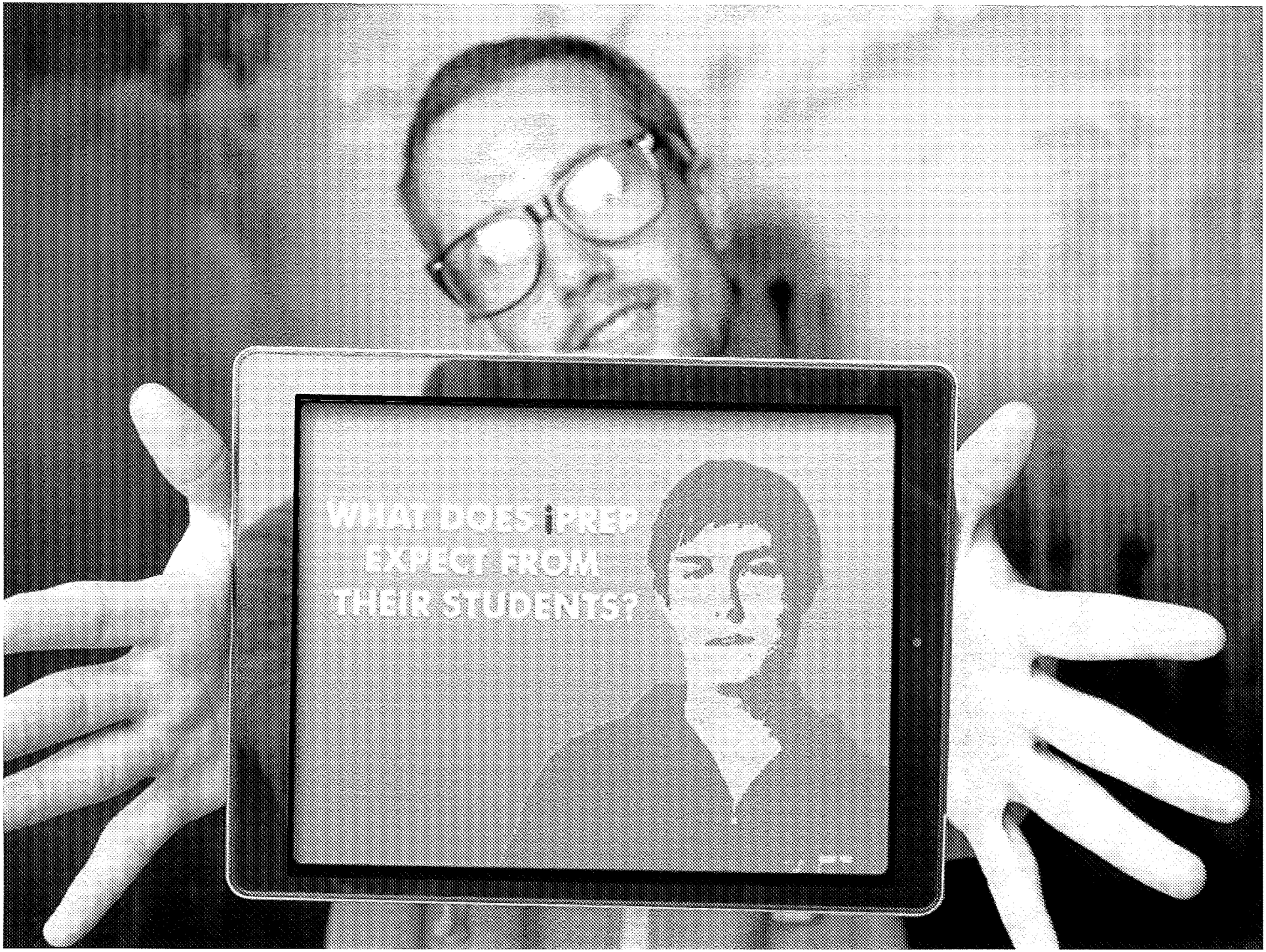
- Math and science classes are provided online through the state's online school (Florida Virtual School)
- Onsite classes are English, American History, Business Technology, Research

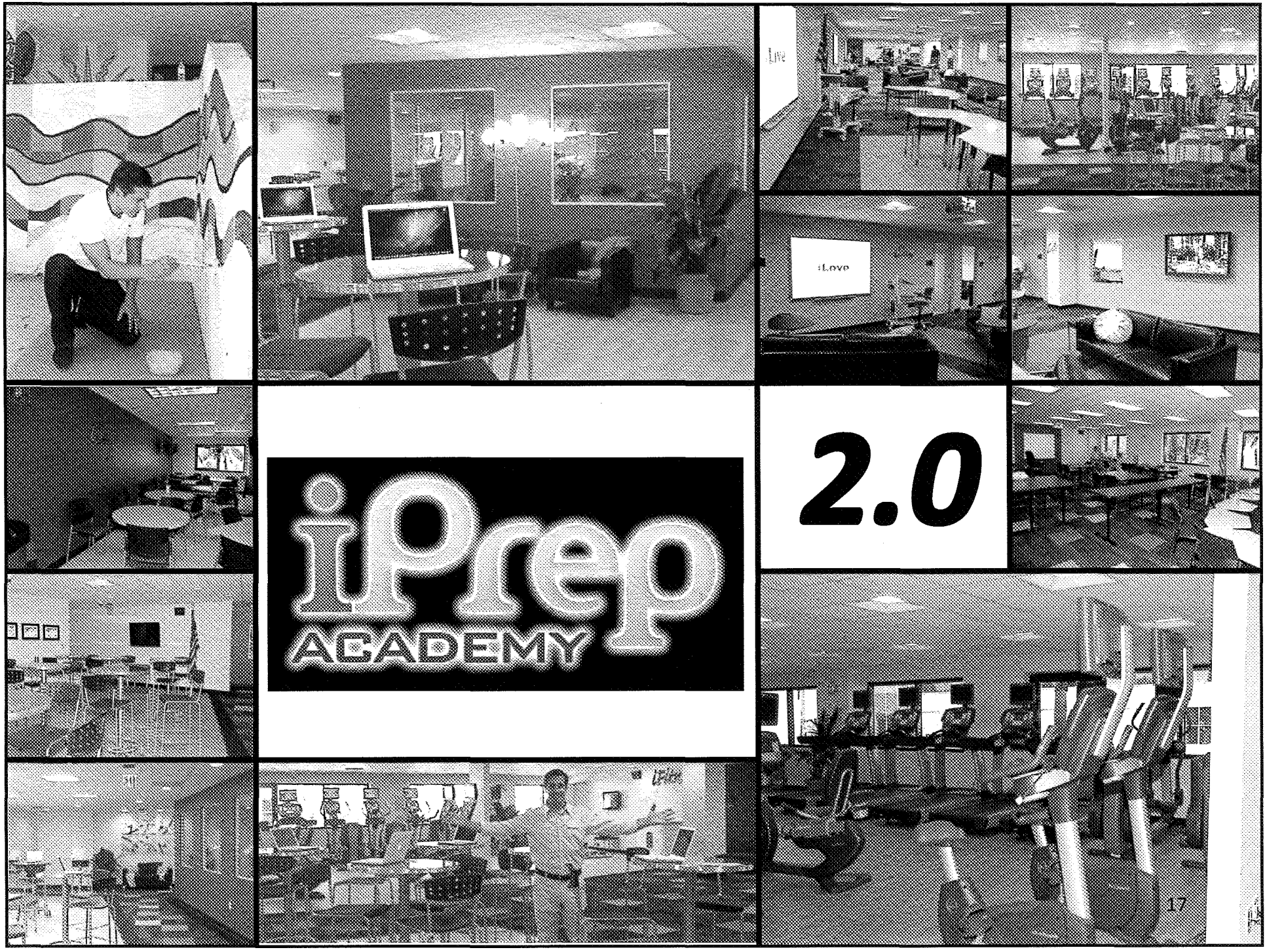
Internship Requirement

- Business partners
  - ✓ *The Miami Herald*
  - ✓ *Arsht Center for the Performing Arts*
  - ✓ *University of Miami Jackson Memorial Hospital*
  - ✓ *Media Relations Group, T&G Construction*
  - ✓ *Miami Jewish Health System*
  - ✓ *Miami International University of Art and Design*
  - ✓ *WLRN*
  - ✓ *The Wolfsonian*
  - ✓ *And more*

- Digital textbooks and online content provided through the district's portal
- Activities/Organizations: *Student Government, Key Club, National Honor Society, Literary Magazine*


WHAT
MAKES PREP
DIFFERENT?


WHAT DOES iPREP
EXPECT FROM
THEIR STUDENTS?


iPrep
ACADEMY
2.0

Growing the Franchise

School	2012-2013 Enrollment
G. Holmes Braddock	36
Miami Killian	156
Miami Palmetto	81
Felix Varela	238
Hialeah-Miami Lakes	50
Miami Norland	42
North Miami Beach	77
iPrep Downtown	143
iPrep Centennial	17
TOTAL	840

iPrep® ACADEMY

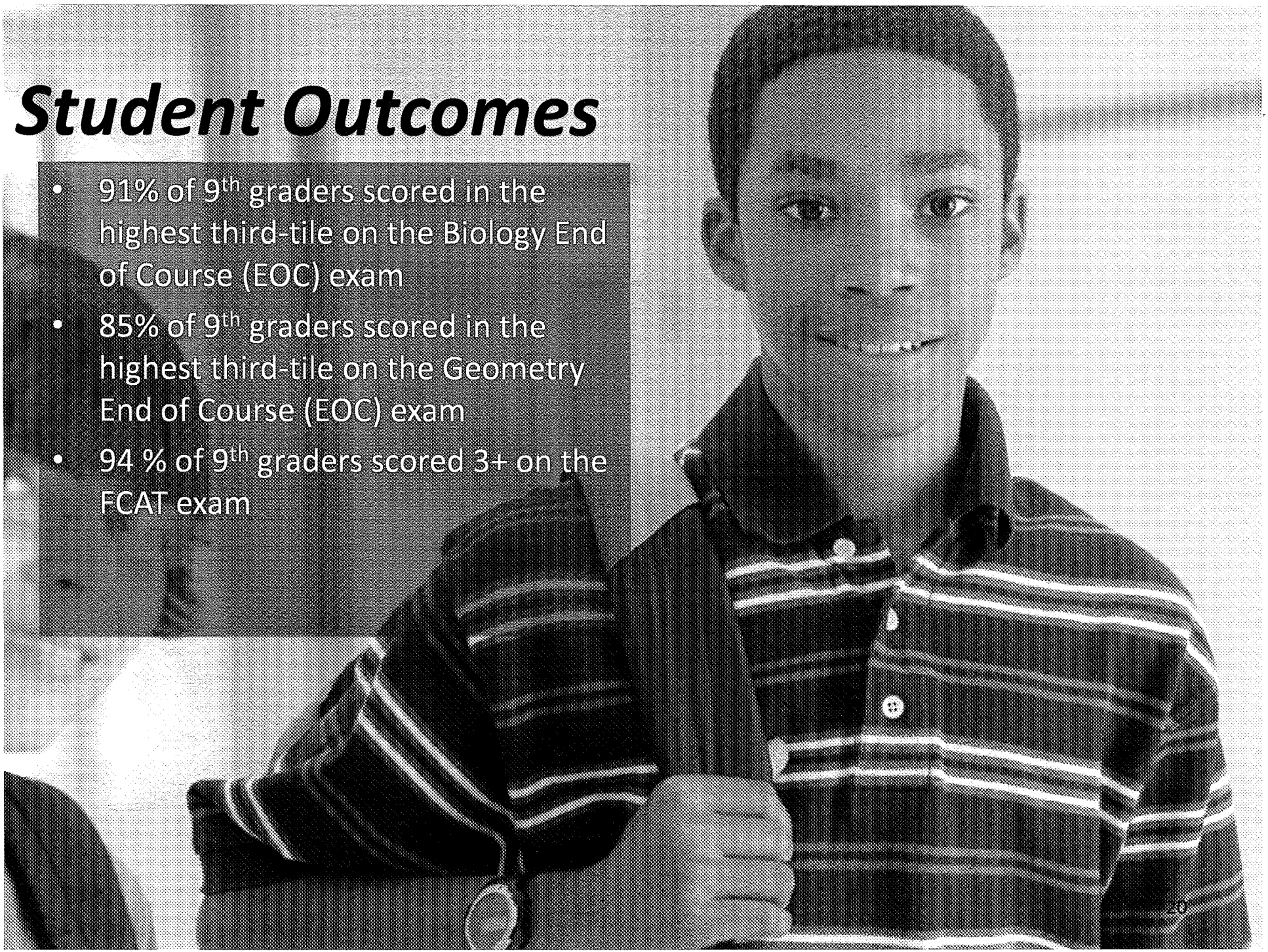
Where did these students come from?

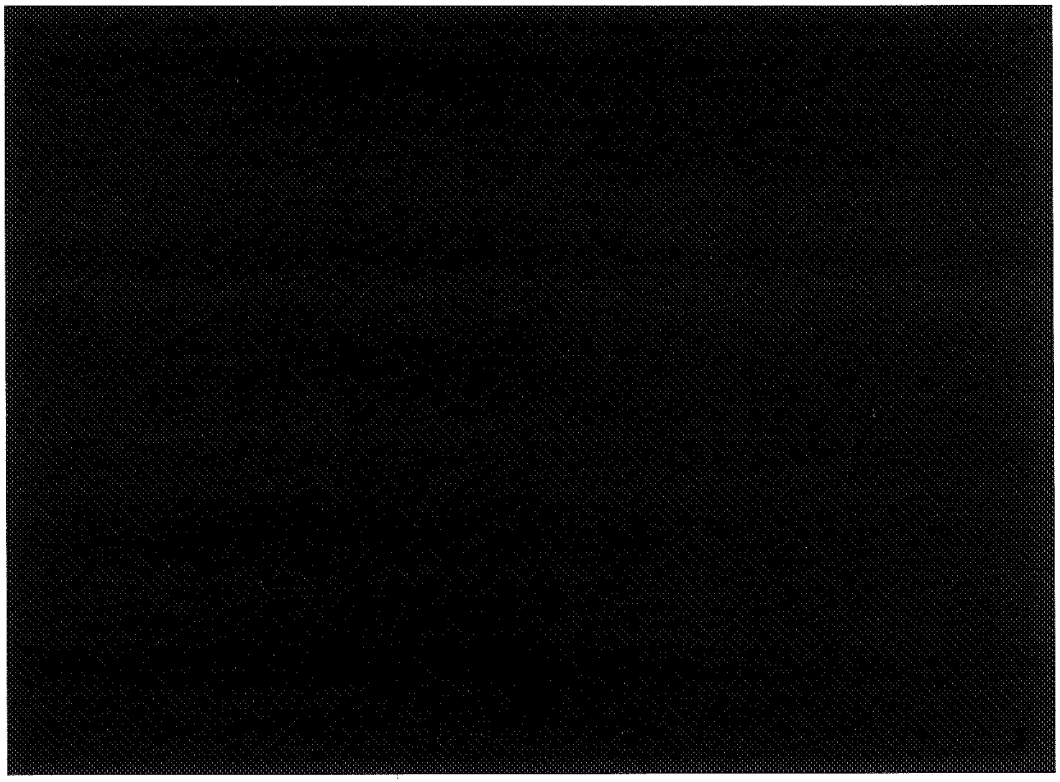
School	Private/ New	Charter	M-DCPS	Total Applicants
Miami Killian Senior	23	62	687	772
iPrep Academy	15	62	483	560
Felix Varela Senior	10	38	578	626
N. Miami Beach High	6	27	110	143
	54	189	1858	2101

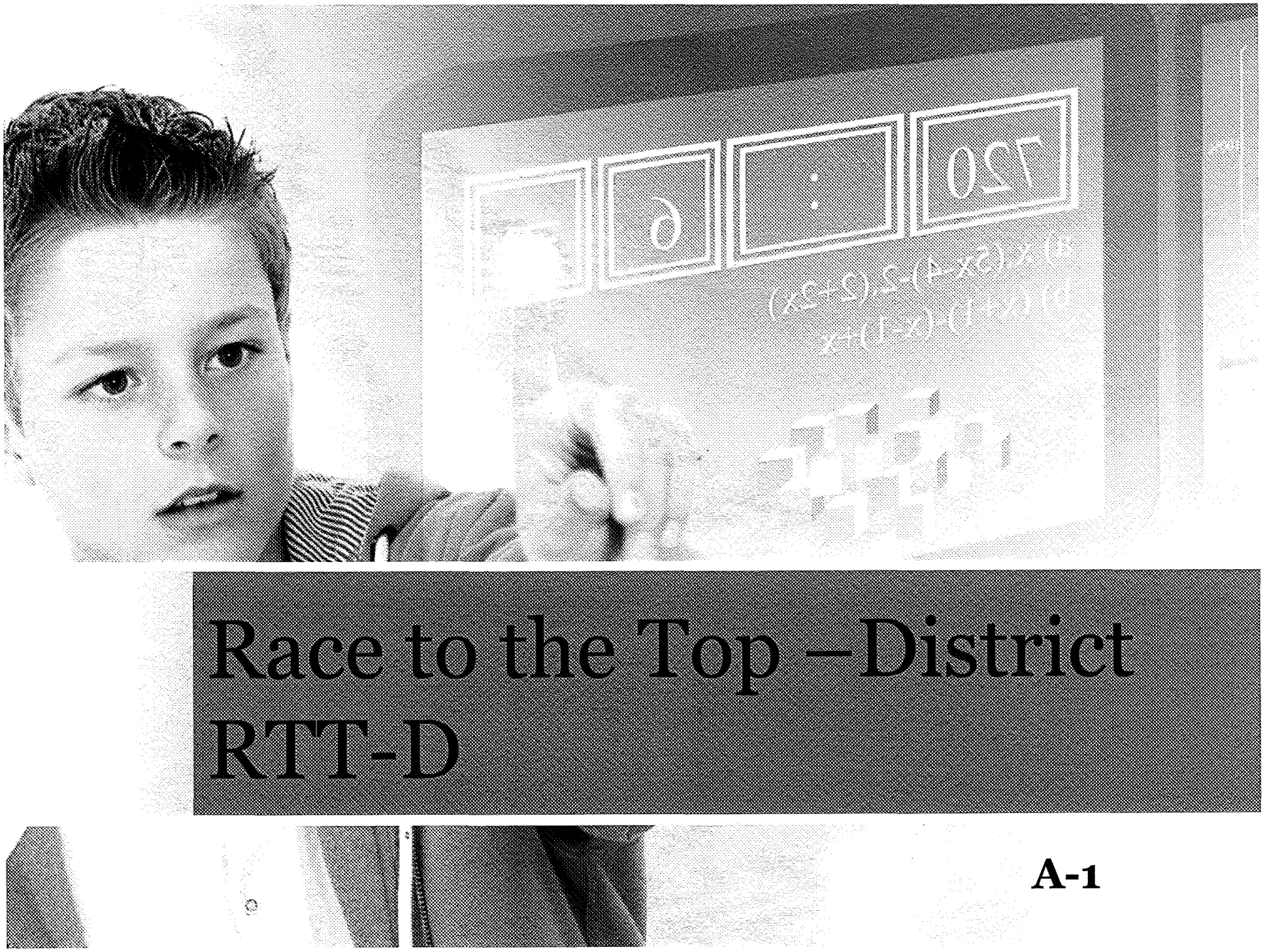
iPrep® ACADEMY

Student Outcomes

- 91% of 9th graders scored in the highest third-tile on the Biology End of Course (EOC) exam
- 85% of 9th graders scored in the highest third-tile on the Geometry End of Course (EOC) exam
- 94 % of 9th graders scored 3+ on the FCAT exam



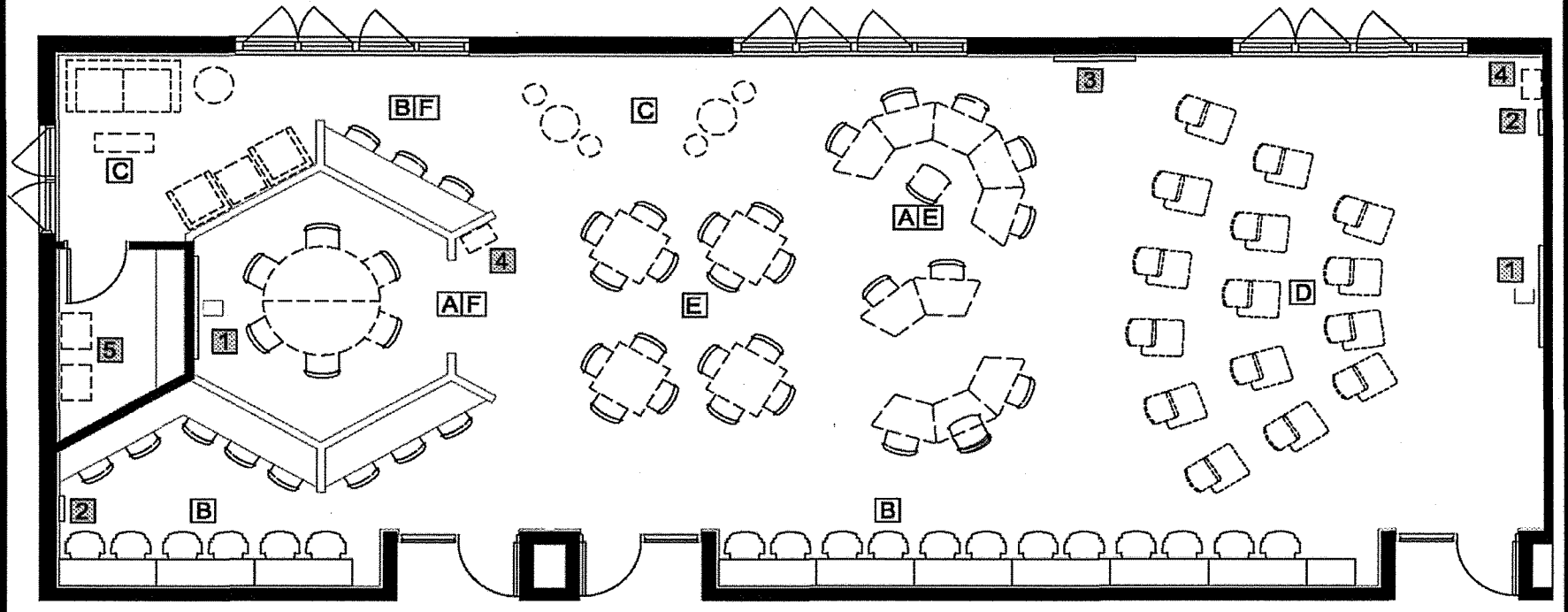




Race to the Top –District RTT-D

A-1

iPrep Next Generation



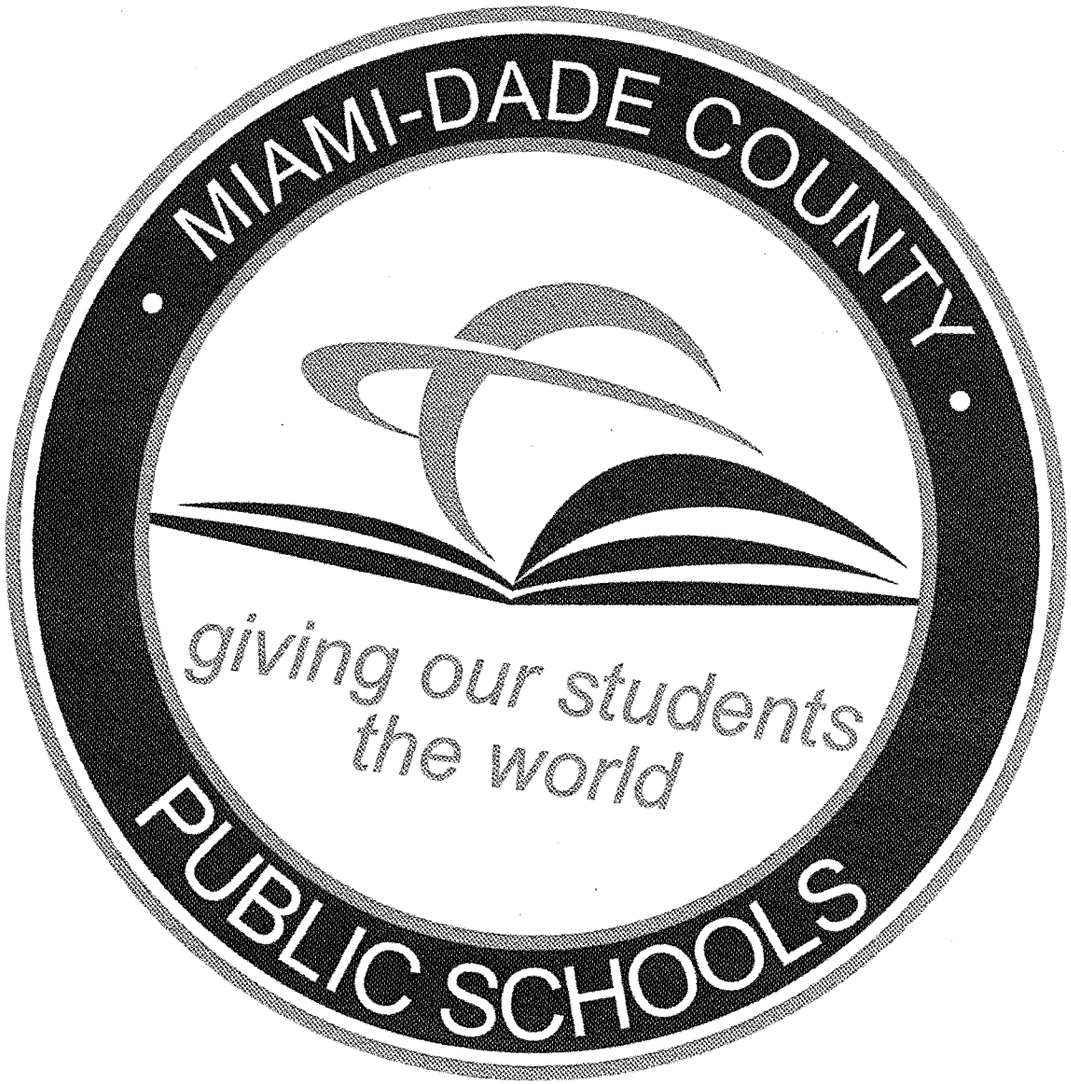
2 PROTOTYPES
ANDOVER MIDDLE
HIALEAH GARDENS MIDDLE
ZELDA GLAZER MIDDLE

- A INTERVENTION /TUTORING
- B INDIVIDUALIZED/COMPUTER-BASED INDEPENDENT COURSEWORK
- C LEISURE SEATING
- D LARGE GROUP INSTRUCTION
- E COLLABORATIVE AREA/GROUP PROJECTS
- F LARGE GROUP PROJECT/PRESENTATION

- 1 INTERACTIVE WHITE BOARD
- 2 LED CLOCK
- 3 FLAT SCREEN TELEVISION
- 4 TECH CENTER
- 5 CHARGING CHARTS

iPREP MATH

2,152 SF


MIAMI-DADE COUNTY
giving our students
the world
PUBLIC SCHOOLS